

Brandon Valley School District Improvement Plan/Progress Report Form

Principle:**3 Appropriate Evaluation**

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Two students qualified for service under orthopedic impairment. During the last evaluation process, neither of these students had a comprehensive evaluation completed to determine eligibility.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students evaluated will have a comprehensive evaluation completed to determine eligibility.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that a comprehensive evaluation to include parent input will be completed to determine eligibility.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

6 month reporting date 7/16/04

Closed 9/15/2004

<p>1. What will the district do to improve? The district's director of special services will in-service the staff on the requirements of a multidisciplinary comprehensive evaluation.</p> <p>What data will be given to SEP to verify this objective? Agenda of department meeting and participants.</p>	January 12, 2004, and ongoing	Director of Special Services and Special Education Staff	In-service Feb. 25, 2004 Met	
<p>Please explain the data (6 month) See attached agenda and list of participants.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? The district will reevaluate the two students who did not have a multidisciplinary evaluation by the end of the 2003-04 school year.</p> <p>What data will be given to SEP to verify this objective? The Director of Special Services will submit a letter to the state office of Special Education Programs (SEP), which will include the dates of the evaluations and subsequent results.</p>	January 12, 2004, and ongoing	Director of Special Services and Special Education Staff	June 7, 2004 Met	
<p>Please explain the data (6 month) The students in question were evaluated and subsequently dismissed from special education and transitioned to a 504 Accommodation plan.</p>				
<p>Please explain the data (12 month)</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team found that the district has not ensured parental input into the evaluation process. There was not evidence of parent input into the evaluation process in a review of 32 files.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parents will be given the opportunity to provide input into the evaluation planning process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parental input into the evaluation process will be documented on all Prior Notice for Consent forms.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

6 month reporting date 7/16/04

Closed 9/15/2004

1. What will the district do to improve? The director of special services will in-service all special education staff on the requirements of parental input into the evaluation process. What data will be given to SEP to verify this objective? Agenda and list of participants.	January 12, 2004, and on going	Director of Special Services and Special Education Staff	In-service Feb. 25, 2004 Met	
Please explain the data (6 month) See attached agenda and list of participants.				
Please explain the data (12 month)				
2. What will the district do to improve? The director of special services will also review a minimum of one Prior Notice for Consent form from each staff person. What data will be given to SEP to verify this objective? Documentation will be submitted to SEP of the number checked and the percent that had parent input into the evaluation.	January 12, 2004, and on going	Director of Special Services and Special Education Staff	June 7, 2004 Met	
Please explain the data (6 month) Of the 20 files checked, 15 files contained parental input into the evaluation process, 1 did not contain the required documentation, and 4 staff did not have a re-evaluation the second semester of last year. The four staff that did not have a re-evaluation last year, will have a student who needs a re-evaluation this year, so the files will be checked at that time.				
Please explain the data (12 month)				

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Principle:**3 Appropriate Evaluation**

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

School districts shall ensure, at a minimum, that a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. There was no evidence of functional assessment into the evaluation process in a review of 27 files.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional assessments will be completed on all students being evaluated.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All evaluations will include functional assessment data and will be completed within the required timeline.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 7/16/04

Closed 9/15/2004

<p>1. What will the district do to improve? All special education staff will be in-serviced on functional assessments.</p> <p>What data will be given to OSE to verify this objective? The agenda and participants of the in-service will be submitted to OSE.</p>	January 12, 2004, and ongoing	Special Services Director and Special Education	In-service Feb. 25, 2004 Met	
<p>Please explain the data (6 month)</p> <p>See agenda and list of participants.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Functional assessments will be included in all initial and 3-yr. re-evaluations.</p> <p>What data will be given to OSE to verify this objective? The specials services director will spot check 50% of all evaluations, and submit the number of evaluations and the percent that contained functional assessments.</p>	January 12, 2004, and ongoing	Special Services Director of Special Education	June 7, 2004 Met	
<p>Please explain the data (6 month)</p> <p>One hundred percent (100%) of the files checked contained functional assessments as part of the evaluation process.</p>				
<p>Please explain the data (12 month)</p>				

Brandon Valley School District Improvement/Progress Report Form

Principle: 5 Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In fourteen out of thirty files reviewed present levels of performance were not linked to evaluation or skill specific.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs will contain present levels of performance based upon all skill areas affected by the students identified disability. The present levels will be skill specific.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Present levels of performance will include strengths, needs, and parental input and will be linked to functional assessment.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 7/16/04
Closed 9/15/2004

<p>1. What will the district do to improve? Present levels of performance will include skill specific data taken from the functional assessment.</p> <p>What data will be given to OSE to verify this objective? The director of special services will spot check 50% of the IEPs and submit the number checked and the percent that contained functional assessments linking it to the present levels of performance.</p>	<p>January 12, 2004, and ongoing</p>	<p>Special Services Director and Special Education Staff</p>	<p>June 7, 2004</p> <p>Met</p>	
<p>Please explain the data (6 month)</p> <p>One hundred percent (100%) of the files checked contained functional assessment data in the present levels of performance.</p>				
<p>Please explain the data (12 month)</p>				

Brandon Valley School District Improvement/Progress Report Form

<p>Principle: 5 Individualized Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In student IEPs where transition was addressed the IEP did not consistently provide information as to whom would be responsible to carry out the activities/goals and no dates initiated or dates completed for services were listed on the IEP. Seven out of eight files reviewed for transition did not show a coordinated set of activities with a goal-oriented approach.</p>

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities. A person from the school district must be responsible for coordinating these activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district ensures that transition plans are a coordinated set of activities to include a person(s) responsible for the coordination.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will provide in-service on transition planning to staff whom work with student's 14 years and older.</p> <p>What data will be given to OSE to verify this objective? The district will provide an agenda of the in-service and list of participants. The district will check two files from each special educator working with transition age students and report to SEP the number of files that contain a coordinated set of activities for transition.</p>	January 12, 2004 and ongoing	Special Services Director and Special Education Staff	<p>April 1, 2004</p> <p>April 21, 2004</p> <p>June 7-11, 2004</p> <p>Met</p>	

6 month reporting date 7/16/04

Closed 9/15/2004

Please explain the data (6 month)

Two high school teachers attended Ed O'Leary's transition workshop on April 1, 2004. All high school and two middle school teachers attended a transition training with Bev Petersen on April 21, 2004 and two high school special education teachers attended the Transition in Action class June 7-11, 2004. Due to the later dates of the transition training, there were insufficient files to check. Therefore, the data will be collected at the 12-month data collection point.

Please explain the data (12 month)

2. What will the district do to improve? [The district will develop a written procedure for staff to follow to ensure transition is a set of coordinated activities.](#)

What data will be given to OSE to verify this objective?
[The plan will be submitted to the SEP.](#)

**April 1 &
21, 2004
June 7-11,
2004
Met**

Please explain the data (6 month)

See attached transition checklists and other documents.

Please explain the data (12 month)

Brandon Valley School District Improvement/Progress Report Form

Principle: 5 Individualized Educational Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The IEP team is required to address graduation requirements one year prior to the student's graduation. The instructional program that will satisfy the district's graduation requirement should be specified in detail within the student's IEP. Four out of eight files reviewed for transition did not document detailed information for credits or classes needed.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Graduation requirements for students will be specified in detail in the IEP for each student.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district ensures that graduation requirements will be specified in detail in the IEP for each high school student.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 7/16/04

Closed 9/15/2004

<p>1. What will the district do to improve? The director of special services will in-service high school staff and spot check 50% of the high school IEPs.</p> <p>What data will be given to OSE to verify this objective? An agenda of the in-service and list of participants will be submitted to SEP along with data on files checked.</p>	<p>January 12, 2004, and ongoing</p>	<p>Director of Special Services and Special Education Staff</p>	<p>June 7, 2004</p> <p>Met</p>	
<p>Please explain the data (6 month)</p> <p>Middle school and high school teachers attended a transition training with Bev Petersen on April 21, 2004. One hundred percent (100%) of the files checked contained graduation requirements at least one year in advance of graduation.</p>				
<p>Please explain the data (12 month)</p>				